DOCUMENT RESUME

ED 102 896 HE 006 256

TITLE Four-Year Liberal Arts Graduates: Their Utilization in Business, Industry, and Government--The Problem and Some Solutions.
INSTITUTION College Placement Council, Bethlehem, Pa.
PUB DATE Jan 75
NOTE 22p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS Career Choice; *College Graduates; Educational Demand; *Educational Supply; *Higher Education; *Job Market; *Liberal Arts

ABSTRACT

The tightening employment market during the first half of the 1970's has spotlighted a problem facing many college graduates: What can they do after graduation? The problem has become even more acute for liberal arts graduates, many of whom have difficulty identifying employment options other than those traditionally associated with a liberal arts background. The College Placement Council in this position paper recommends that: (1) Colleges and universities should make available a broader selection of elective courses that would benefit liberal arts graduates in a work environment. (2) Institutions should provide opportunities for all types of experiential education. (3) Faculty members should be involved as specialized career advisors. (4) The federal government should provide additional financial assistance for career counseling programs and cooperative education experiences at colleges and universities. (6) students should select a minor or elective courses that will demonstrate interest in business, industry, and government. (7) Students should identify employment options and remain flexible regarding career decisions. The liberal arts dilemma has become a problem of deep national concern, and only a strong national effort can produce meaningful solutions. (Author/PG)

ED102896

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FOUR-YEAR LIBERAL ARTS GRADUATES:

THEIR UTILIZATION IN BUSINESS, INDUSTRY, AND GOVERNMENT

-- THE PROBLEM AND SOME SOLUTIONS

A POSITION STATEMENT COVERING:

1. The Dilemma
2. Dimensions of the Dilemma
3. New Directions
4. Areas in Which Action is Needed
5. Conclusions

HE 006 256

THE COLLEGE PLACEMENT COUNCIL, INC.

BEST COPY AVAILABLE

FOREWORD

The dilemma of the liberal arts graduate is becoming a well documented subject. Increasingly, educators, employers, legislators, parents, and students are expressing concern about the problems encountered by liberal arts graduates in, first, deciding what career paths to follow, and, secondly, finding employment.

Feeling that there must be answers, the College Placement Council named a special committee to study all aspects of the problem including some possible recommendations for enhancing the employability of liberal arts graduates. The matter is of prime interest to CPC, since it is the national professional association serving career planning and placement counselors on the one hand and the college recruitment personnel of employers on the other.

The CPC committee has studied the dilemma for a year, leading to the development of this liberal arts position statement, which was approved by the CPC Board of Regional Governors in January 1975.

CPC COMMITTEE ON THE UTILIZATION OF
AND EMPLOYMENT INFORMATION FOR LIBERAL ARTS GRADUATES

Members

Alva C. Cooper, Chairperson
Hunter College

John E. Demlow
Chrysler Corporation

Jerrene Edmonson
Associated Merchandising Corporation

William C. Gutman
Temple University

Ronald R. Pariseau
John Hancock Mutual Life Insurance

Donald M. Robbins
U. S. Civil Service Commission

Richard N. Stevenson
Procter and Gamble Company

Weldon H. Williams
Exxon Company U S A

Resource Persons

Dominick F. Carbone
New York Telephone Company

Monte H. Jacoby
Olin Corporation

Ex Officio

Robert C. Becker
Mellon National Bank
First Vice President, CPC

Arthur R. Eckberg
Roosevelt University
President, CPC

Staff

Robert F. Herrick
Executive Director, CPC

Jean G. Kessler
Administrative Coordinator, CPC

The Position Statement In Brief

The tightening employment market during the first half of the 1970s has spotlighted a problem facing many college graduates: what can they do after graduation? The problem has become even more acute for liberal arts graduates, many of whom have difficulty identifying employment options other than those traditionally associated with a liberal arts background.

At the root of the dilemma is the age-old phenomenon of supply versus demand. Each year the number of college graduates increases, but the number of jobs requiring college training is not increasing proportionately. In 1960-61 there were 368,000 bachelor's-degree graduates. Projections by the U.S. Department of Health, Education, and Welfare indicate that by 1980-81 the number will increase to 1,005,000--almost three times as many.

The proportion of students in the humanities, social sciences, and other liberal arts disciplines is increasing also. In 1960-61, only 42% of the bachelor's graduates were in the liberal arts; by 1980-81, the ratio will be 58%. This means that there soon will be almost 600,000 liberal arts graduates a year, compared with 150,000 only 15 years ago.

The dilemma is compounded even further because of the shrinkage of jobs in two traditional sources of employment for liberal arts graduates, teaching and social service. While many liberal arts graduates continue to enter graduate schools to prepare for various professions, a growing number are already seeking immediate employment in business, industry, and government--often in vain for one reason or another. Some are unaware of employment options they could pursue, some take a passive attitude and procrastinate until late in the senior year before giving serious consideration to post-college plans, most have no skills of interest to employers. Obviously, the means must be found to make the graduate with a fundamental liberal arts education more aware of the work world and more competitive in the employment marketplace.

Employers will have to do their part as well. A May 1974 survey of employers by the College Placement Council revealed that liberal arts hiring has decreased in the last five years. Three-fourths of the employer respondents indicated that they filled less than 10% of their new college hires from the ranks of liberal arts graduates. Significantly, however, about three-fourths of these same employers indicated that they would hire more liberal arts graduates if they had certain business-related courses or if they had done co-op or other experiential work.

Resolving the liberal arts dilemma requires a concerted effort by all parties: colleges and universities, employers, government, and students. The alternative is a continued increase in liberal arts unemployment. A U.S. Bureau of Labor Statistics study of unemployed 1971-72 graduates found that humanities and social sciences had the highest percentage of unemployment in the surveyed group--more than double that of all other fields.

In its conclusions, the College Placement Council recommends that:

COLLEGES AND UNIVERSITIES

- Make available a broader selection of elective courses that would benefit liberal arts graduates in a work environment.
- Provide opportunities for all types of experiential education (cooperative education programs, scheduled part-time and intermittent work-learn experience, internships).
- Provide greater support, from the freshman year on, to the career planning and placement function as an important link in the overall educational program.
- Introduce a career planning course and encourage students to take it no later than the sophomore year.
- Involve faculty members as specialized career advisors.

EMPLOYERS

- Re-examine job specifications, bearing in mind that a basic liberal arts education produces a person who is capable of growth and is educable in a continuing sense.
- Participate actively in cooperative education, internship, and career information programs.
- Give financial support to areas clearly identified with career planning objectives.

FEDERAL GOVERNMENT

- Provide additional financial assistance for career counseling programs and cooperative education experiences at colleges and universities.
- Intensify efforts to develop and disseminate information on occupational trends.
- Create more career materials for college students, utilizing all media.

STUDENTS

- Take advantage of career planning programs early, preferably by the sophomore year.
- Select a minor or elective courses that will demonstrate interest in business, industry, and government.

- Take part in experiential programs offered by colleges and employers.

- Identify employment options and remain flexible regarding career decisions.

- Recognize that, once employed, progress will depend upon continuing education and training.

The liberal arts dilemma has become a problem of deep national concern, and only a strong national effort can produce meaningful solutions. Hopefully, this College Placement Council position paper will serve as a catalyst.

THE DILEMMA

What does one do after college?

This is a question being asked by many: students, parents, legislators, employers--and also by enlightened college administrators and faculty members seeking to better prepare their students for the complicated, fast-changing world they will enter upon graduation.

Finding the answer presents a dilemma. First, there are many more students than ever before, and each year the number grows. Not only are there more students, but many increasingly are coming from a wider range of socio-economic and ethnic backgrounds. All of this adds up to an enormously large and heterogeneous supply of college graduates, unprecedented in the nation's history.

Then, there is the other side of the question--demand. What happens to college graduates is influenced, of course, by the nation's economic condition. This is particularly true in a tight economy when employment opportunities are diminished.

For those who are not sure of their career goals, or are having trouble relating their college education to types of employers and jobs, the problem can become acute.

This report addresses itself to one main issue: what can the liberal arts undergraduate do, while in college, so that employment options will be available upon graduation? The particular focus is on options, primarily in business, industry, and government.

In the early 1960s, the demand for college-educated employees grew by leaps and bounds. This was one impetus for the increase in college enrollments. Total bachelor's degrees conferred and prognosticated are as follows ("Projections of Educational Statistics to 1982-83," 1973 edition, U. S. Department of Health, Education, and Welfare):

1960-61	368,857
1970-71	839,730
1980-81	1,005,000

Both the number and the proportion of students in the liberal arts are increasing: 1960-61, 42% (154,875) of the bachelor's graduates; 1970-71, 51% (427,720); and in 1980-81, projected to 58% (587,140). Many of these liberal arts students opt for professional careers--which, in fact, may <u>not</u> be available. Furthermore, the vast majority have been found to be uninformed as to appropriate career opportunities.

The picture of the '70s is very different from that of the '60s. Tight labor markets, increased cost of higher education, the curtailment of traditional fields such as teaching--together with increased enrollments--are causing students, prospective students, and many faculty members to take a new look at their futures.

There is obviously a need for better and earlier career planning--for definition of options and then identification of specific jobs. Many liberal arts candidates are interested in careers in business or government, but the prime question for the non-technical, non-business student is: How can the goal be achieved? How do majors in the humanities, social sciences, and other liberal arts pursue their prime fields of academic interest and still make themselves employable upon graduation?

Generally speaking, liberal arts faculties have been concerned with "pure education" and have felt no need to be concerned with what happens to the graduate--and this, in spite of the fact that most institutions have maintained that they are educating the "whole person." If this be so, then is it not logical to give consideration to what happens when the college course is completed?

Certainly it should be possible to accept the liberal arts concept of "education for life," bearing in mind that life, for most, includes a high percentage of time spent in earning a living. However, earning a living includes the achievement of a degree of intrinsic satisfaction in one's work and a sense of contributing to society.

The answers need not be "either-or's"--for no one has a crystal ball. During the past few years, important reports on higher education have appeared. The Task Force on Higher Education of the U. S. Department of Health, Education, and Welfare, chaired by Frank Newman, issued a landmark report which bears careful reading. Some of the points particularly relevant to this report are: "...with the exception of summer jobs, most young people in college have no first-hand knowledge of any occupation save that of being a student...There was a time when most faculty could be counted on to provide students with a perspective that extended beyond the limits of the campus. No longer is this the rule." The report further states: "The sum of all these circumstances leaves many students unprepared to make sound career choices."

There is no intent here to question the value of the liberal arts. If, in fact, study of the liberal arts increases knowledge, broadens the viewpoint, teaches how to think, analyze, synthesize, how to express oneself lucidly both orally and in writing, and leads to an examination of values and attitudes, then the liberal arts provide the broad base required in a world that changes rapidly, that calls for flexibility and adaptability.

Dimensions of the Dilemma

Concerns for the quality and goals of higher education in general, as well as questions about the employability of graduates, have been expressed by a wide variety of publics, particularly during the past two to three years.

In his speech at the summer commencement at Ohio State University, President Gerald Ford spoke of the problems facing today's graduates. He said, "The first of these problems is summed up by the editor of your campus newspaper. She reports that the one dominant question in the minds of this year's graduates is very simple: How can I get a job that makes sense as well as money?" President Ford also said, "Although this Administration will not make promises

it cannot keep, I do want to pledge one thing to you here and now. I will do everything in my power to bring education and employers together in a new climate of credibility...".

An American College Testing survey of a representative sample of more than 33,000 eighth, ninth, and eleventh grade pupils covered more than 267 questions. The most significant answer was that these pupils would like help with career planning. In colleges, however, the major emphasis for many years has been on personal counseling and therapeutic procedures.

The most recent study by Daniel Yankelovich, "The New Morality--A Profile of American Youth in the '70s" (1974), states: "Another indication of the new careerism is the sharply increased proportion of students who come to college mainly for its practical purposes. As mentioned earlier, since 1968 we have divided college students into two major segments--those who regard a college education primarily as a means of advancing their careers, incomes, and social status (career-minded group), and those who say they are less concerned with the practical benefits because they take them for granted and are more concerned with the intangible benefits of a college education (take-affluence-for-granted group). The latter group peaked in 1968 and has slowly declined each year since then. Simultaneously, the career-minded segment has increased, with the sharpest acceleration occurring in the last year or so." The size of the "career-minded group" has increased from 55% in 1968 to 66% in 1973.

The same study presented respondents with a series of five alternative actions. They were first asked to indicate which of the plans interested them. The levels of interest expressed by the college group were as follows:

	Choice of College Students
A Six-Year Job-and-College Program where the person works steadily at the job and gets a college degree for both work and formal courses taken at a nearby college.	82%
A Career-Planning Year exposing the person to many different fields and job opportunities and featuring career counseling.	80%
New Types of Apprenticeship Programs in industry, the arts, unions, or service organizations, where the person is paid minimum wages while he learns high-paying skills.	60%
New Types of Technical Schools offering certified training for skills needed in expanding industries.	47%
A Start-Your-Own-Business Program featuring training and interest-free loans.	44%

Respondents were then asked which one of the plans they might be most interested in. The Six-Year College Work Plan was the favorite (48%) of the college group. Next was the Career Planning Year--chosen by one out of four.

In order for the liberal arts student to move into satisfying employment upon graduation, some skills and familiarity with the work world and its operation may well make the difference between getting a job and not getting one. The following statistics relate to this point. In an article in the Spring 1974 issue of "Collegiate News and Views," a survey of 100 companies is reported. The question was asked: "When hiring, is your company interested in the business major or the liberal arts major?"

In 1965: 38% were interested in the Business Major
12% were interested in the Liberal Arts
50% were interested in Either

In 1972: 81% were interested in the Business Major
0% were interested in the Liberal Arts
19% were interested in Either

In May 1974, the College Placement Council surveyed 1,915 employers concerning their recruitment of liberal arts graduates. Replies were received from 698 (36%). Over-all, it was found that liberal arts hiring has decreased compared with that of five years ago. During the 1973-74 college year, 32% reported hiring no liberal arts graduates compared with 24% five years ago.

Of the employers surveyed, 76% filled less than 10% of their total new college hires from the ranks of liberal arts graduates. About three-quarters of these same employers indicated that they would hire more liberal arts graduates if they had certain business-related courses or if they had done co-op or other experiential work. Of the employers who reported no current liberal arts hires, half would consider employing these graduates if they had business-related courses or if they had done co-op or experiential work. This response takes on added importance in view of the fact that only about one-quarter of the employers have special programs designed to train liberal arts graduates.

A recent research report of the Western College Placement Association, "Employer Attitudes and Opinions Regarding Potential College Graduate Employees," gives further reinforcement to the concept that a liberal arts major is regarded as "neutral or somewhat undesirable" by most employer groups. However, the addition of a minor in business was rated as positive, and even a single course in accounting or administration was rated as a mild positive influence by about half the group. Work experience, part-time employment, cooperative education, or intern programs were viewed positively.

The College Placement Council's newsletter, Update, October 1973, states that the Council's June 1973 survey of business, industry, and government recruiting activity indicated the proportion of bachelor's-degree graduates hired would be 25% engineering, 8% science-mathematics-other technical, 35% business, 13% other non-technical, and 18% unclassified. On the supply side, the proportions of the 1972-73 graduating class were 5% engineering, 16% sciences-math-other technical, 13% business, and 66% other non-technical (including education). For the 1980-81 graduating class the proportions are projected to be 3.6% engineering, 16% science-math-other technical, 12% business, and 68% other non-technical.

The proportion of unemployed 1971-72 graduates in each major field of study, disclosed in a Special Labor Force Report of the U. S. Bureau of Labor Statistics, pointed up the same weak spots. Humanities and social sciences had the highest percentages of unemployment in the surveyed group--more than double that of all other fields.

New Directions

STUDENT REACTION TO LABOR MARKET

Anxiety generated by labor market conditions may well cause over-reaction by students. This happened during the period when the employment of engineers hit a low spot a few years ago. Engineering enrollments declined as a result, and now there is a dearth of engineers.

As a direct outgrowth of student concern, there are indications of movement of liberal arts students toward enrollment in business courses and an increase in the number of arts sophomores declaring business school majors. Thus far this appears to be on a limited scale and at the initiative of the students themselves, rather than as a result of concern of the arts faculty or administrators. The most popular courses being selected, apparently on a random basis, are in the areas of economics, finance, management, and marketing.

If a happy medium is to be achieved, earlier and better counseling of students is necessary in order to help them plan for "options" rather than absolutes, i.e. addition of immediately applicable courses to the liberal arts base rather than abandonment of the liberal arts.

EXPERIENTIAL EDUCATION PROGRAMS

Cooperative education, internships, and scheduled part-time and intermittent work-learn experiences have as their goal exposure to the world of work. This exposure can be particularly beneficial to the liberal arts student. In the absence of clear-cut career options, structured part-time or intermittent work can have a profound influence on the student in shaping value standards, in examining interests, in analyzing areas of success and difficulty, in relating to other than peer groups, in assisting in course selection, in assessing the relevancy of theory, and ultimately in coming to grips with career goals. In addition, the financial benefits of paid experience help many a student to remain in college.

It is interesting to note that, while technical education has dominated the field of experiential education, recent developments suggest movement in the direction of non-technical or liberal arts programs.

Basic to successful experiential education programs is close liaison between the college and the employer, to the end that jobs are specially structured to include learning components, supervision, and reports to the college on the student's growth and progress. Academic credit is given for many of these programs.

Cooperative Education Programs. The traditional program provides alternating semesters of full-time classroom study and full-time paid work experience. Frequently, the program is built on a five-year plan, with the first year spent in full-time study.

BEST COPY AVAILABLE

Scheduled Part-Time and Intermittent Work-Learn Experience. The development of scheduled part-time or intermittent work experienc has assumed new importance during recent years. Though the work activity in this type of experiential education is sometimes not directly related to the academic major, the student is provided with meaningful, relevant, and interesting experience which can be identified to varying degrees with the academic field.

Internships. Student internships have assumed many forms in recent years, paid and non-paid, volunteer and community service, full-time and part-time during specific periods of the year, summer work only, or required one- to two-semester work-site projects prior to graduation. In most cases, however, an internship involves either a prerequisite work-site project related to the student's major or it involves a series of full-time work experiences leading directly to an offer of employment by the organization which selected the student as an intern.

Miscellaneous Job Experience. Equally helpful and often much more accessible to the liberal arts student may be the whole gamut of miscellaneous part-time or full-time job exploratory experiences which may be arranged by the student or through the college placement service. These jobs cover the spectrum, and from experiences in them the liberal arts student not only obtains financial aid, but also can explore self-identity, screen out likes and dislikes in a real-life job situation, and pinpoint realistic short- or long-range career goals.

Many institutions of higher education offer one or more of the above types of experiential education; only a few provide opportunities for all variations of these four types of work-learn experience. Notable for its diversity of work-learn-experiential education programs for the liberal arts student is the Professional and Occupational Broadening Experience (PROBE) program of the University of California, Davis. Because of the innovative concepts present in the total program, it is being followed with great interest by the academic community.

CAREER PLANNING COURSES

One of the problems faced by career planning and placement offices is that of trying to reach and help large numbers of students with a small professional staff.

Group counseling has been one solution. Another is the use of a career planning course, particularly during the freshman or sophomore years. These courses vary in content, but have as their prime goal the exposure of students to the variables involved in a career choice, such as self-analysis, career information, decision making, selection of career areas and establishment of short- and long-range goals.

Areas In Which Action Is Needed

There appears to be a consensus that there is great value in a broad education which will produce a "whole" person, i.e. one who possesses an in-depth cultural understanding, who is adaptable, and who is capable of continuing growth. While many students with a liberal arts background continue into graduate education, increasing numbers are seeking immediate employment in business or government where that background can contribute ultimately and notably to their professional advancement. But means must be found to include with the liberal arts such courses as will make the graduate more "marketable" for business and government. The urgency of providing this capability increases as traditional fields of liberal arts employment such as teaching and social service become less available.

As mentioned earlier, there has been an indication that business and government increasingly seek graduates who have some atunement to the work world and who can bring some adaptably usable knowledge to the marketplace. If progress is to be made, however, action is needed on the part of academicians, employers, government, and students. The following are some suggestions for action.

THE ACADEMIC

Dr. Lester L. Hale, former vice president of student affairs, University of Florida, conducted a study of practically all aspects of that campus community. In commenting on the faculty role he says, "From the standpoint of students, the faculty person is 'where it's at.' From the standpoint of administration and funding, the faculty is where the 'line-items' are and where there is professional and substantive expertise to meet student needs for academic advice. From the standpoint of the faculty, there are many who have entered teaching as a profession not only because of their interest in subject matter but also for their interest in helping students. Faculty personnel must be used more effectively in out-of-class advising relationships with students if the university is to be personalized."

Dr. Hale adds, "The convergence of career choice with curricular planning is that crucial point at which a student most needs a faculty friend. It is entirely possible that a faculty person in the departmental discipline or career cluster of a student's choice can become a new breed of humanitarian-academician who could replace the simplistic dean of the early 1900s. A teacher can become not only an academic and career advisor, but also a personal friend."

Encouragement from both faculty and career counselors is needed to motivate students to include, with whatever major they choose, elective courses or minors which would be immediately applicable upon graduation; for example, four or five "core" courses which could be offered by the economics department or other departments of a liberal arts college as well as by the college of business at a university. The following courses would, in all probability, greatly

enhance a student's career options: Communications - Verbal, Communications - Written, Principles of Management, Business Economics, Principles of Accounting, Introduction to Data Processing, Human Relations, and Organizational Theory.

Students could use additional electives to pursue interests they might have in specialized areas. Some examples of such courses are: Marketing Concepts, Retailing, Finance, Sales Management, Fundamentals of Risk and Insurance, and Quantitative Methods/Statistical Analysis.

Such a nontraditional approach has been instituted at California State University, Los Angeles. In cooperation with the School of Business and Economics, the English Department has created four mini-minors in Accounting, Management, Statistics, and Business and Business Economics which English majors are encouraged to follow in order to add substantially to their employability.

More emphasis by academia should be directed toward the area of career planning and placement on a continuum--beginning no later than the sophomore year for career counseling, continuing with experiential programs, and culminating in placement.

Outreach programs should be initiated where necessary to involve students in this early career counseling. Further, one of the concomitants of an expanded career counseling program is the need to seek out additional and more varied opportunities with employing organizations which do not recruit on campus.

Such an approach will enable students to set goals, make career choices which involve an understanding of existing options, and take advantage of courses and experiences that help in their total development and their entrance into the mainstream of employment upon graduation.

In addition to increased faculty involvement, more trained personnel are needed in the career planning and placement offices of the nation if the large numbers of students now in colleges and universities are to be reached and helped in a meaningful, realistic manner. In the final analysis, this means adequate budget allocations.

Dr. Hale's report, previously cited, calls for an integrated and well-coordinated system of career education, counseling, and academic advising. Essential parts of the proposed study include "...a sensibly structured career education program and a special cadre of selected faculty members as career and academic advisors." Supporting these would be a centralized agency, the Career Counseling, Planning, and Placement Center. This central office would focus on the full continuum of career counseling, from self-evaluation and vocational assessment, through vocational information and curricular planning, and ultimately to job placement.

Dr. Hale goes on to say that, "The object of all teaching and much research is the students and their educational growth and personal development. Professional personnel in Student Affairs are academically capable of teaching and conducting research that will contribute to that growth and development, and should be encouraged to do so. Only by giving academic status and credibility to the qualified programs and people in Student Affairs can such encouragement

be given. Administrative and professional personnel in Student Affairs should be as much a part of the faculty as are mathematics instructors and political science professors."

Career planning and academic advisement are important for all students, but especially important for those who have no role models and little knowledge of the areas in business, industry, and government that are open to them. Women in particular should be made aware of the opportunities that are available, for they are far less likely to have been exposed to the same academic and career motivators that function for many men. Women and minorities are still thinking in terms of traditional, non-business careers at a time when business, industry, and government are actively seeking to bring them into the mainstream of management.

The Carnegie Commission on Higher Education reported in 1973 that, "Most of the evidence indicates that vocational counseling has tended to be a relatively weak component of college and university student counseling programs, which have, in general, given greater emphasis to the students' personal and psychological problems. We believe that, in view of the pronounced changes that are occurring in the job market for college graduates, institutions of higher education should place considerably greater emphasis on vocational counseling."

These conditions have led the Carnegie Commission to recommend that, "Colleges and universities should take immediate steps to strengthen occupational counseling programs available to their students.

Felix C. Robb, director of the Southern Association of Colleges and Schools, has stated that, "Each college and university worthy of survival in the 1980s should transform its placement office into what might be called 'a career development center'." This center should not only subsume the responsibilities of the traditional placement office, but would employ modern technology and systems approaches in becoming a useful learning resource for students, faculty, and alumni. It would provide career orientation information for individuals and groups, with an emphasis upon individual exploration of career alternatives and potentialities. Its special value would be in guidance and in the degree of comprehensiveness, not now in existence, and the greater reliability of facts about current and prospective job markets."

Dr. Robb goes on to say: "The career development center should be able to work productively and individually with entering freshmen as well as with seniors and graduates. It can prevent premature or unnecessarily delayed vocational decisions, encourage rational career choices, and provide an early warning system to detect personal problems related to career development. Another valuable future function is the blending of work and study in a manner to foreshorten the prolonged period of adolescent dependence now characteristic of most American college campuses."

THE EMPLOYER

With maximum utilization of human resources as the objective, all employers--business and industry, as well as government--should re-examine their job

specifications, bearing in mind that a basic liberal arts education produces a person who is capable of growth and is educable in a continuing sense. As a result of equal employment opportunity regulations and guidelines, employers are already revamping selection criteria believed to have implicit or explicit sex or racial bias. At the same time, many other traditional employer assumptions regarding employment qualifications are being questioned. Development of realistic job requirements, based on non-discrimination in the broadest sense, could significantly expand the career horizons for liberal arts graduates.

Employers should make available carefully planned and well supervised experiential work programs to provide relevancy between education and work. In assuming this responsibility, employers make a commitment to the education of youth, but one that also can be self-serving. Successful programs in cooperative education, internships, etc., have proved that undergraduate students can be productive employees, that this training, begun early, pays off when the student graduates and becomes a full-time worker. If, on the other hand, the match proves not to be a good one, termination at that point has advantages over turnover during regular employment.

Employers have a clear obligation to the academic community. In cooperation with career planning and placement offices and the liberal arts faculty, they should assist in the orientation of students through participation as panelists and speakers in the classroom and in the career planning courses that are proliferating nationwide. Many corporations already contribute financially in various ways to institutions of higher education. However, there are new areas in which the allocation of even modest sums could yield disproportionate benefits if given to the support of model, career information, and work-learn programs, and to professional development institutes for college personnel.

GOVERNMENT

Effective projection of manpower needs is sorely lacking. It is difficult to identify where opportunities may lie in the future unless more timely and more accurate assessment of trends is made. This is a difficult task, but some further efforts on the part of government should be undertaken in cooperation with appropriate professional groups.

Occupational information prepared with the college student in mind is needed. While written material prepared by the U. S. Bureau of Labor Statistics has been helpful, perhaps the time has come to think in terms of other media such as audio and/or audio-visual.

The Federal Government should provide funding to colleges and universities for expansion of career counseling services at the four-year college level. Although consideration has been given to Federal funding for career education at the high school and two-year college level, it should be provided at the four-year college level as well.

THE STUDENT

It is imperative that liberal arts students become involved in early career planning to insure awareness of available options since, all too frequently, they defer career exploration until the senior year.

They must also be made aware that, while preparation for getting a job--which includes academic planning--is of the essence, keeping a job and progressing in a career will require continuing education and training.

Additionally, the inclusion of "practical" elective courses, such as those mentioned earlier, has benefits that apply in areas other than obtaining a beginning job. These business-related courses are as much a "preparation for life" in today's society as are the humanities, when, for example, an individual works with volunteer civic agencies, serves on church boards, manages personal or financial affairs, or simply acquits the responsibilities of an informed citizen.

CONCLUSIONS

The Newman Report on Higher Education concludes that, "...there seems to be a steady increase in the number of those who are capable of successful college work, but have little sense of purpose in their studies" and that "...many people are in unsatisfactory jobs because of a dearth of information about their options."

U. S. Education Commissioner T. H. Bell has reinforced this conclusion. In remarks quoted in The Chronicle of Higher Education of January 17, 1975, Dr. Bell stated: "I feel that the college that devotes itself totally and unequivocally to the liberal arts today is just kidding itself. Today we in education must recognize that it is our duty to provide our students also with salable skills." Additionally, "Many would argue that a student need merely master the basics in the liberal arts and humanities to be well on the way to becoming educated," he said. "As I see it, this is far too narrow a view of education. Education is preparation for life, and living without meaningful work is just not living life to its full meaning and purpose..."

In the present and projected climate of employment, it is obvious that realistic career planning at an early stage is a necessity if college graduates are to find appropriate and satisfying employment. It is equally important that students be made aware of the options that may be available to them upon graduation.

Such career planning calls for the involvement and cooperation of a wide spectrum of publics: colleges and universities, employers, government, and students.

COLLEGES AND UNIVERSITIES. An immediate need exists for expanded choice of courses in the form of minors or electives, for experiential education opportunities

(cooperative education, internships, part-time and summer opportunities), and for career planning courses. Particularly important is the recognition that, in addition to faculty involvement with academic and career information, an adequate corps of specialists in career counseling and placement is essential. It is vital that students have the opportunity to work with counselors who are knowledgeable about the wide range of careers and jobs, who have no commitment to a specific discipline, but who will work with students to help each one develop particular goals. Those who work in the area of career planning should also be involved in an ongoing program of placement so that the career planning is done in the context of reality and not in an academic vacuum.

EMPLOYERS. All types of employers should lend their expertise and active support to special experiential work programs, such as cooperative education, internships, etc., to career information programs, and to the re-evaluation of the employment picture, with special attention to the area of job requirements. Consideration should also be given to financial support of areas clearly identified with career planning objectives.

GOVERNMENT. The Federal Government should intensify its efforts to develop and disseminate information on manpower trends, to create career materials for four-year college students, and to provide funding for four-year college career counseling programs.

For all three, there is a responsibility to maximize the educational experience for each individual.

STUDENTS. General career planning should begin no later than the sophomore year, with recognition by students of the need for career exploration. Students must also accept the fact that employment progress will depend upon continuing education and training.

It is only when the career development of students is seen as part of the total educational process that movement toward adequate, professional services will occur within the colleges and universities. Such service will benefit the students for whom the colleges and universities exist, the employing community, and society in general.

REFERENCES

American College Testing Program. Study of Student Career Development. Iowa City, IA.

Anton, Jane L., Russell, Michael L., and the Research Committee of the Western College Placement Association. Employer Attitudes and Opinions Regarding Potential College Graduate Employees. Vol. 1, May 1974. (Obtainable from the chairman of the WCPA Research Committee: Eugene W. Clark, Director of Placement, California State University, Hayward.

Bisconti, Ann S., and Gomberg, Irene L. The Hard-to-Place Majority. Monograph 5, February 1975. CPC Foundation, P.O. Box 2263, Bethlehem, PA 18001.

California State University. "Career Development and Placement." Broadcasting, Vol. 1, No. 2, June 1974.

Carlson, Peter. "The Intellectual Taxicab Company." Newsweek, June 3, 1974.

Carnegie Commission on Higher Education (Report and Recommendations). College Graduates and Jobs, Adjusting to a New Labor Market Situation. New York: McGraw-Hill Book Co., April 1973.

_____. Less Time, More Options, Education Beyond the High School. New York: McGraw-Hill Book Co., January 1971.

_____. The Purposes and the Performance of Higher Education in the United States--Approaching the Year 2000. New York: McGraw-Hill Book Co., June 1973.

"Catching on at Colleges: Earning While Learning." U.S. News & World Report, February 19, 1973.

College Placement Council, Inc. College Placement Council Survey on Liberal Arts Recruitment. May 1973. P.O. Box 2263, Bethlehem, PA 18001.

_____. "College-Trained Manpower: Supply and Demand." Update, Vol. 1, No. 2, October 1973.

Cooperative Education Association. A Directory of Cooperative Education. Vol. III, January 1973. S. B. Collins, Executive Secretary, Cooperative Education Association, Drexel University, Philadelphia, PA.

Cravens, C. W. "Cooperative Education and the World of Business." Journal of Cooperative Education, Vol. VIII, No. 2, May 1972.

The CUNY B.A. (Material available from Dean Leslie Berger, City University of New York, 535 E. 80th St., New York, NY 10021).

Glenny, Lyman. "Pressures on Higher Education." College and University Journal, Vol. 1, No. 4, September 1973. American College Public Relations Association, Washington, DC.

Hale, Lester L. "A Bold, New Blueprint for Career Planning and Placement." Journal of College Placement, Vol. XXXIV, No. 2, December 1973-January 1974. Concluded in February-March issue.

Hitchcock, James. "The New Vocationalism." Change, April 1973.

Jacobus, Peter H. Liberal Arts: Education and Employability. 1973. Produced in cooperation with Office of Equal Opportunity and Office of Higher Education, Pennsylvania Department of Education.

James, Don L., and Decker, Ronald L. "Does Business Student Preparation Satisfy Personnel Officers?" Collegiate News and Views, Spring 1974. Southwestern Publishing Co., 5101 Madison Rd., Cincinnati, OH 45227.

Leonard, William F. "Productivity in Higher Education--A Businessman's View." Address given January 1974 at the Sixtieth Annual Meeting of the Association of American Colleges, "Higher Education, Human Resources, and the National Economy."

Lockwood, Theodore D. "Liberal Arts Colleges in the Cause of Humanity." The Chronicle of Higher Education, March 25, 1974.

McGrath, Earl J. "The Time Bomb of Technocratic Education." Change, September 1974.

Michelson, G. G. "New Dimensions for Co-ops in Non-Engineering Areas." Journal of Cooperative Education, Vol. VI, No. 2, May 1970.

Midwest College Placement Association, Research Committee. Model Course on Career Planning. Available from College Placement Council, P.O. Box 2263, Bethlehem, PA 18001.

O'Donnell, Lorraine A. A New Role for the College Recruiter. Vera Christie Award Project, 1974. Western College Placement Association.

Robb, Felix C. "The Three P's: Preparation, Placement, and Performance." Journal of College Placement, February-March 1971. College Placement Council, P.O. Box 2263 Bethlehem, PA 18001.

Ungerer, Richard A. "A Survey and Appraisal of Off-Campus Learning Opportunities in Business Organizations in Massachusetts." Massachusetts Internship Office, Executive Office of Communities and Development; Executive Office for Administration & Finance; New England Resource Center for Occupational Education, Massachusetts State Chamber of Commerce, Inc. Organization: "Response," Washington, DC. State Publication No. 6224, June 1972.

University of California, Davis. "Probe." A Work/Learn Program of the University of California, Davis.

U.S. Civil Service Commission. "Professional and Administrative Career Examination." Washington, DC.

U.S. Department of Health, Education, and Welfare, Office of Education, Report on Higher Education. U.S. Government Printing Office, Washington, DC.

Wooldridge, Roy L. "Cooperative Education." Boston: Northeastern University, February 27, 1974.

Yankelovich, Daniel. The New Morality--A Profile of American Youth in the 70's. New York: McGraw-Hill Book Co., 1974.

Young, Frank. "Highlights of the Proceedings at Encounter: The Humanities Meet the Employment Challenge." California State University, Los Angeles, April 1973.